

UNIVERSITY OF CENTRAL FLORIDA
College of Education and Human Performance

“Teaching is the profession that teaches all other professions.” (Anon)

Descriptive Information

School: School of Teaching, Learning, and Leadership
Course Title: Teaching Strategies and Classroom Management
Course Number: EDG 4410, Section 9
Course Wiki: <http://edg4410drkarenverkler.wikispaces.com/>
Course Credit: 3.0
Prerequisites: EDF 2005, Introduction to Education; EDF 2085, Teaching Diverse Populations; EME 2040 Technology for Educators
Intended Audience: Junior standing or CI (Consent of the Instructor)
Semester: Fall 2014
Instructor: Dr. Verkler
Class Hours: Wednesday, 10:30 a.m. -1:20 p.m.
Class Location: Teaching Academy Room 221
Office Number: ED 220L
E-mail address: ProfessorVerkler@aol.com
Office Hours: Wednesday, 9:00-10:00 a.m., 1:30-3:30 p.m.
Thursday, 9:00–10:00 a.m., 1:30-2:30 p.m.

Catalog Description: Students will explore instructional, organizational, and classroom management strategies to create effective learning environments. There is a 15-hour service-learning requirement. There is a fingerprinting requirement in various counties.

Students with disabilities, who need reasonable modifications to complete assignments successfully, are encouraged to meet with the instructor as early in the semester as possible to identify and plan specific accommodations. Students may be asked to supply a letter from the Office of Student Disability Services.

According to UCF Golden Rule (<http://www.ucf.edu/goldenrule>) guidelines, academic dishonesty/cheating, including plagiarism, which is a violation of student academic behavior standards, is subject to academic and/or disciplinary action. Within the College of Education and Human Performance, violations of this nature may also result in fitness-to-teach evaluations and removal from the College. It is HIGHLY recommended that students visit plagiarism.org to verse themselves in the numerous forms of plagiarism. **Lack of familiarity with the different forms of plagiarism is not an excuse for plagiarizing.**

Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices/ Professional Educator Competencies
ESOL = English for Speakers of Other Languages
NGSSS = Next Generation Sunshine State Standards
CCSS= Common Core State Standards

Course Objectives: The student will:

- Recognize, select, write, and classify behavioral objectives using cognitive, affective, and psychomotor taxonomies and the Next Generation Sunshine State Standards/Common Core Standards. (FEAP 2.a.1.a./PEC 1.6; applicable NGSSS and CCS)
- Develop differentiated instructional plans that meet the needs of diverse learners. (FEAP 2.a.1.f./PEC 1.3, 1.4, 7.2, 8.2; applicable NGSSS and CCSS, ESOL 3.2.a., 3.2.j., 4.1.c., 4.2.a.)
- Develop a repertoire of teaching strategies for diverse populations. (FEAP 2.a.1.f./PEC 1.3, 1.4, 7.2; applicable NGSSS and CCSS, ESOL 4.1.c., 3.2.j.)
- Select and use a variety of curriculum materials that are appropriate to objectives and plans chosen. (FEAP 2.a.3.g./PEC 1.2, 3.7; applicable NGSSS and CCSS)
- Select and effectively use a wide variety of question types. (FEAP 2.a.3.f, 2.a.2.e/PEC 2.5, 3.6; applicable NGSSS and CCSS)
- Demonstrate two different types of teaching strategies in a microteaching setting. (FEAP 2.a.3.a., 2.a.3.f, 2.a.3.g; PEC 3.1, 3.6, 3.7, 3.10; applicable NGSSS and Common Core Standards; ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c., 4.2.a.)
- Select and use verbal and non-verbal communication effectively. (FEAP 2.a.2.e/PEC 2.5)
- Choose effective reinforcement techniques. (FEAP 2.a.2.b/PEC 2.2)
- Structure the classroom effectively. (FEAP 2.a.2.a, 2.a.2.h/PEC 2.1)
- Know and use a variety of classroom management techniques. (FEAP 2.a.2.b /PEC 2.2)
- Compare and contrast management discipline systems and create a system for a classroom. (FEAP 2.a.2.b/PEC 2.2)
- Establish a set of classroom routines and procedures for utilization of materials and movement of students. (FEAP 2.a.2.b/PEC 2.2)
- Demonstrate knowledge of methods for establishing a safe classroom community and preventing problem behavior, in keeping with the state code of ethics and the principles of professional conduct (FEAP 2.a.2.f /PEC 2.6)
- Participate in field experiences appropriate for major area of specialization and reflect on the teaching strategies, classroom climate, and behavior management plans in operation in these field experiences. (FEAP 2.a.2.e,2.a.2.f,2.a.3.a./PEC 3.1; applicable NGSSS and CCSS)

Required Texts and Readings

Textbook: Faber, A., & Mazlish, E. (1995). *How to Talk So Kids Can Learn at Home and in School*. New York: Fireside.

Wiki for course materials and current information: <http://edg4410drkarenverkler.wikispaces.com/>

Supplementary Materials: Flash drive; LiveText at the UCF Bookstore or livetext.com. (Livetext is for **EDUCATION MAJORS** only.)

Course Expectations - Professionalism/Participation

You are being prepared to enter and succeed in the teaching profession. As such, you are expected to possess and exhibit those personal attributes deemed essential to success as a professional educator. These attributes include reflective decision-making, professional commitment, strong interpersonal and communications skills (written and oral), an appropriate classroom personality, mature emotional makeup, and academic integrity. Students demonstrating inappropriate behavior may be subject to fitness-to-teach evaluations and resultant removal from the College.

Students are expected to attend all class and field experience sessions and are accountable for all materials covered. Class attendance and participation are critical for your learning experience. Professionalism and respect are integral to the teaching profession, and consequently, to this class. Your attendance in class is necessary for the successful functioning of our class. If you have to miss class because of illness, seminar obligation, etc., you are required to notify the instructor as soon as possible and provide documentation to substantiate your excuse. **Absences and/or consistent tardiness/leaving class early will result in the lowering of your final grade by one letter grade.**

In addition to the above professionalism and participation, please remember you are accountable and responsible for addressing the FEAP's (Florida Educator Accomplished Practices) during your *entire* program at UCF. Addressing an FEAP in another class does not exempt you from maintaining and upholding the quality standards for which the university stands. **You are expected at all times to be accountable and responsible.** Within the College of Education and Human Performance, violations of the FEAP's may result in written documentation of the Professional Code of Conduct.

New Florida Educator Accomplished Practices (FEAPs) – Adopted 2011

Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

The following FEAPs are addressed by the objectives of EDG 4410:

A. Quality of Instruction

1. Instructional Design and Lesson Planning

- Aligns instruction with state-adopted standards at the appropriate level of rigor FEAP 2.a.1.a.
- Designs instruction for students to achieve mastery FEAP 2.a.1.c
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies FEAP 2.a.1.f.

2. The Learning Environment

- Organizes, allocates, and manages the resources of time, space, and attention 2.a.2.a
- Manages individual and class behaviors through a well-planned management system FEAP 2.a.2.b.
- Conveys high expectations to all students FEAP 2.a.2.c.
- Respects students' cultural linguistic and family background FEAP 2.a.2.d.
- Models clear, acceptable oral and written communication skills FEAP 2.a.2.e.
- Maintains a climate of openness, inquiry, fairness and support FEAP 2.a.2.f.
- Adapt the learning environment to accommodate the differing needs and diversity of students FEAP 2.a.2.h.
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals FEAP 2.a.2.i.

3. Instructional Delivery and Facilitation

- Delivers engaging and challenging lessons FEAP 2.a.3.a.
- Relate and integrate the subject matter with other disciplines and life experiences FEAP 2.a.3.e.
- Employ higher-order questioning techniques FEAP 2.a.3.f.
- Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding FEAP 2.a.3.g.

B. Continuous Improvement, Responsibility and Ethics

1. Continuous Professional Improvement

- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement FEAP 2.b.1.d.
- Engages in targeted professional growth opportunities and reflective practices FEAP 2.b.1.e.

2. Professional Responsibility and Ethical Conduct

- Adheres to the Code of Ethics and the principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession FEAP 2.b.2

Additional Course Expectations

1. Use of cell phones (talking and texting) during class is disrespectful, distracting, and unprofessional. While class is in session, cell phones are to be **TURNED OFF AND PUT AWAY**. Using cell phones during class communicates to the instructor and your peers that you feel as though you have better things to do than to listen to and learn from your instructor and your peers. Students wanting to use their phones must do so during break or outside of the classroom.
2. Use of profanity and foul inappropriate language is disrespectful, offensive, and unprofessional.
3. Class notes, documents, rubrics, resources, announcements, and other supplementary materials are available at the course wiki at <http://edg4410drkarenverkler.wikispaces.com/> Where specified, students are to download and/or print out documents from files on the course wiki. **It is your responsibility to check the wiki AND your email before class each week to ensure you are ready with the appropriate materials for class.**
4. Communication between the instructor and students will be via email (ProfessorVerkler@aol.com) and the course wiki. **It is your responsibility to check your email and the course wiki on a regular basis.** Your lack of following through on this responsibility is not a valid excuse for not fulfilling course assignments.
5. Students should come to class prepared to make relevant contributions to class discussions and activities based on assigned readings.
6. **Assignments are due at the beginning of class on the date indicated in the syllabus. Grades will be lowered 20% (of total points possible) for assignments turned in late. Assignments late more than one week past the due deadline will not be accepted.** Assignments may be turned in early. If you are absent, it is your responsibility to get any missed work and turn in any assignments that are due. An absence **DOES NOT** change the assignment's due date. **Technical/computer problems are not an acceptable excuse for a late assignment. Do not wait until the due date to print out your assignment.**
7. Most of the assignments are to be submitted with a rubric. This syllabus clearly indicates which assignments are to be accompanied by a rubric. The rubric is vital for the instructor's evaluation of your assignment. The rubrics are found on the course wiki. **Grades for assignments turned in without the rubric will be lowered 20% (of total points possible).**
8. Your preparedness reflects your degree of professionalism. **As such, your assignments are to be submitted with all components stapled together. The rubric with your name and any other required information on it is to be STAPLED to the front of your assignment.** Work submitted should look professional; it should not look as though it was thrown together with little thought. **Dog-eared and unstapled work will be returned and the grade will be lowered 20% of total points possible.** The instructor will not have a stapler.
9. **All assignments must be word processed (typed).** In addition, all assignments are to be submitted free of spelling, grammatical, and typographical errors. **Make sure to proof any submitted work or have someone else proof your work before you turn it in.** The University Writing Center, phone number 407-823-2197, is also available for student assistance in writing, proofing, and editing. Their Web site is <http://www.uwc.ucf.edu>.
10. Work is expected to be thoughtful, reflective, and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not receive full credit.

Academic Course Requirements

The feedback on your assignments will often be given in the form of editorial symbols, the decoding of which may be found at <http://webster.commnet.edu/writing/symbols.htm>.

1. **Junior Achievement Training. (FEAP 2.a.2.e., 2.a.2.f., 2.a.3.a./PEC 3.1; applicable NGSSS and CCSS).** All students will attend one of the training sessions listed below. This course has a required 15-hour in-school experience. During this placement, you will be teaching 5-6 life skills/economics education lessons. To prepare for this experience each student must attend a training session outside of class time. Select one of the following training sessions:

UCF's Orlando campus – Morgridge International Reading Center

- Thursday, September 11, 2014, 10:30 a.m. – 1:20 p.m.
- Friday, September 12, 2014, 10:30-1:20 p.m.

Fingerprinting for students whose placements are in Orange County Public Schools

- Wednesday, September 3, 2014, 8:30 a.m. – 4:30 p.m. in the Teaching Academy Lobby

2. **Résumé.** Students will prepare a teaching résumé. There is no rubric for this assignment.
3. **Checking for Understanding Activities.** These activities are short exercises to help you process out-of-class information prior to coming to class. Although the exercises require a variety of actions on your part, all of them are to be typed and submitted for a grade. There is no rubric for these activities.
4. **Curriculum Materials Center (CMC) Orientation.** Students will complete an orientation to the Curriculum Materials Center (CMC) that introduces the services and collections of the CMC. The CMC orientation consists of an overview of the CMC, the production lab, using the catalog to find items in the CMC, and the collection. Students will visit the CMC to complete the orientation worksheet.
5. **Microteaching and Professional Development Plan (FEAP 2.a.3.a., 2.a.3.f., 2.a.3.g., PEC 3.1, 3.6, 3.7, 3.10, ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c., 4.2.a.)** Students will participate in two microteach experiences, which will be recorded during the class.
 - Microteach I is a direct teach. Students will complete a Direct Teach Microteach Self-Reflection assessing the instructional design and lesson planning, the learning environment, and the instructional delivery and facilitation. **Education majors** will upload the Microteach I lesson plan and Direct Teach Microteach Self-Reflection to their LiveText professional portfolio. **This assignment must be uploaded to Livetext by the specified deadline. Failure to meet the uploading deadline will result in losing half of the points of the total assignment.**
 - Microteach II is an indirect teach. This lesson will incorporate teaching strategies, instructional materials, questioning skills, and modifications made for special needs and culturally and linguistically diverse students. Students will view their performance and write a deliberate practice plan (professional development plan) for addressing a problematic area.

Unprofessional behavior (e.g., lacking instructional materials, dressing inappropriately, arriving late to class, etc.) will result in a loss of 5 points from the assignment affiliated with each microteach (i.e., the Microteach I Lesson Plan for Microteach I and the Deliberate Practice Plan (Professional Development Plan) for Microteach II).

6. **Exams/Assessments**

The exam/assessment options may include tests, presentations, reflections, essays, portfolios, etc. addressing concepts from lectures, video presentations, class activities, discussions, assignments, guest speakers, and the assigned readings.

7. **ESOL Module (ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c., 4.2.a; PEC 7.2, 8.2)**

All students will complete the EDG 4410 ESOL (English for Speakers of Other Languages) Module. The ESOL module can be found online at the following address:
<http://education.ucf.edu/still/edg4410New.cfm>

When the assignment is returned with instructor feedback, **elementary education, exceptional education, and secondary English language arts education majors** will need to place it in their TESOL notebook. For comprehensive information about the TESOL Notebook, visit the following website: <http://connect.rc.ucf.edu/p97824934>.

Each assignment for your TESOL Notebook is detailed and placed on the matrix next to the standard that it addresses. Place the assignment behind the tab for the course and list the assignment on the TIP sheet next to the standard. The EDG 4410 Microteach I Lesson Plan will be listed three times:

1. Domain 3 Standard 2: Standards-Based ESL and Content Instruction
2. Domain 4 Standard 1: Planning for Standards-Based Instruction of ELLs
3. Domain 4 Standard 2: Instructional Resources and Technology

To assist you in identifying ESOL-infused assignments and their corresponding standards, a description of each course's ESOL assignments is provided by degree program at <http://ucfnew.esolinfusion.org/index.php>.

8. **Communication with Families: Letter, Newsletter, or Syllabus (FEAP 2.a.2.e./PEC 2.5)**

Students will compose a communication to the families of their future students. This assignment will take the form of a letter, newsletter, or syllabus. The communication should explain how the teacher will build a climate for learning, including class rules and his/her classroom management plan. It should also include the items listed on the corresponding rubric. This assignment is to be submitted with the appropriate rubric. Secondary majors will create a syllabus. Elementary majors will write a letter or newsletter. K-12 majors, depending on the grade level they wish to eventually teach, will create a syllabus, newsletter, or letter. **This assignment must be uploaded (without the rubric) to the Letter/Newsletter section of Livetext by the specified deadline. Failure to meet the uploading deadline will result in losing half of the points of the total assignment.**

9. **LiveText Pre-Professional Portfolio (FEAP 2.a.1.a., 2.a.1.f./PEC 2, 10)**

Using LiveText, **EDUCATION MAJORS** will begin to compile a pre-professional portfolio, which is a graduation requirement for the College of Education and Human Performance. **At the beginning of the semester, students must go to the Curriculum Materials Center (CMC) for assistance in creating their Livetext Portfolio.** Students will need to bring their LiveText registration number. For additional Livetext assistance, students can also access <http://education.ucf.edu/livetext/students.cfm>.

The following FEAPs (and corresponding assignments) will be addressed in this class. **The assignments* must be uploaded to LiveText by the specified deadline. Failure to meet this deadline will result in losing half of the total points of the assignment.**

FEAP	Assignment
Instructional design and planning	Microteach I Lesson Plan and Direct Teach Microteach Self-Reflection
Models clear, acceptable oral and written communication skills	Communication with Families: Lettter, Newsletter, or Syllabus

*A clean copy of each assignment (without rubrics) is to be uploaded.

10. **Service-Learning (FEAP 2.a.2.e., 2.a.2.f., 2.a.3.a./PEC 3.1; applicable NGSSS and CCSS)**
EDG 4410 is a UCF sanctioned service-learning class. ***Students with criminal arrest records must see the instructor immediately to discuss how their history may impact their ability to complete this course and to eventually become a teacher.*** Students enrolled in other EDG or EDF courses requiring a field experience may NOT use the same hours for both experiences.

As mentioned previously, all students will participate in 15 hours of volunteer work in a school setting. Five of the hours will involve teaching five Junior Achievement lessons. The remainder of the hours may be spent with the Junior Achievement teacher or with another teacher. If students opt to complete the remaining hours with another teacher, they will have to make their own arrangements for that placement.

The remaining hours of the field experience will address a need in the community, support the course objectives, involve a connection between the campus and the community, and involve structured student reflection. Students will spend time reflecting on their service-learning experiences through ongoing structured classroom discussions related to each course topic and a meta-reflective project. The "grade" for the service-learning requirement will come from the tangible class-related project and discussions, rather than simply from completion of the 15-hour minimum requirement.

Service-learning experiences can assume many different forms. To meet the objectives of the course, our activities will address the following needs of our educational communities:

- Need for special assistance for students in schools, especially high risk
- Shortage of teachers
- Additional help in preparation for the FCAT
- Classroom management/proximity control by adults
- Role models/mentors from diverse ethnic, linguistic, and socioeconomic backgrounds
- Increased civic knowledge and awareness via Junior Achievement lessons
- Working with ESOL students – This is highly recommended for students in the areas of early childhood education, exceptional education, elementary education, and English Language Arts.

Students and classroom teachers must complete a UCF Service-Learning Contract (on the course wiki) listing the activities planned for this experience. No student will be expected to work on a project to which she or he has significant religious, political, or moral objections. It is the student's responsibility to let the instructor know about such objections. Teachers will complete a UCF Service-Learning Evaluation giving feedback to the UCF student and documenting the hours completed. This document is also on the course wiki. Both the contract and evaluation forms are to be submitted to the course instructor.

11. **Final Class Project: Classroom Management (FEAP/PEC 2, 9, 11)**

Students will be given their choice of final class project. They can either: (1) individually create a service learning artifact (PowerPoint, Prezi, or Glog, or some other multimedia presentation) and do an oral presentation that focuses on various aspects of classroom management in the service-learning classroom OR (2) individually or in groups share in a workshop format with the entire class a classroom management strategy by demonstration and handouts. (See the detailed descriptions on a subsequent page of this syllabus.)

12. **HAPPY Hour Attendance. (FEAP B.1.a.) HAPPY (Having Active Participation Prepares You) Hour** is an opportunity for professional development for UCF's teacher candidates. HAPPY Hour consists of monthly workshops conducted by College of Education and PreK-12 educators in areas of interest to our students as future teachers. The workshops are free and require no pre-registration. Students simply show up, learn, have fun, and leave with many resources. The 2014-2015 HAPPY Hour workshop schedule can be found at <http://education.ucf.edu/happyhour>. Students are encouraged to attend the workshops to enhance their credentials as educators. The workshops attended can be added to the "Professional Development" section of the students' ever-growing professional resumes.

In lieu of taking Exams 1 and 2 in this course, students may attend at least two professional development workshops (FYI, there are professional development workshops other than HAPPY Hour workshops) for each exam. To be exempt from taking each exam, students are to write a reflection for each workshop and submit to the instructor a workshop handout (or certificate of attendance with your name on it, if no workshop handouts are disseminated) and reflection for each workshop. In the reflection, the student must give a BRIEF overview of the workshop content. The bulk of the reflection must consist of what the student learned and how the student might apply what he/she learned to his/her own future classroom. A reflection is NOT a narrative of what the presenter did and/or said. In a reflection, students demonstrate that they have gleaned something meaningful from the presentation and have given critical thought regarding how they might be able to use/implement what they learned in their future classroom/career. See below for additional guidance re writing a reflection.

In order to be counted toward exemption from each exam, the workshop reflection and accompanying handout must be submitted within two weeks of having attended the workshop. In addition, the workshop reflections and handouts must be submitted by the specified deadline for each exam. See the tentative class schedule in this syllabus for deadlines.

TeachLive™ You may also be offered the opportunity to teach the first 5-8 minutes of your Microteach I lesson plan to a virtual class with EL students. This is an invaluable opportunity that can only enhance your teaching skills, making you better prepared to address the unique needs of EL students. This is also a terrific experience that you can include on your résumé. If you avail yourself of this opportunity, which is indeed a professional development opportunity, you may reflect on your experience and submit that reflection (and a certificate of participation that you will receive after you complete your teach) toward Exam 2 exemption.

Writing a Reflection

Reflection involves sharing your reaction to a particular experience. It is NOT a narrative, or summary, of what happened. The bulk of the reflection should consist of what you learned at the professional development event and how you might apply what you learned to your future classroom. In a reflection, you demonstrate that you have gleaned something meaningful from

the experience and have given critical thought regarding how you might be able to use/implement what you learned in your future classroom/career.

Recommendations Regarding Reflection Format

The following format is recommended for a reflection

(<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/ReflectiveWriting.pdf>):

- **Introduction:** The introduction is a retelling of what happened. The introductory paragraph “sets the scene” by BRIEFLY giving factual information.
- **Body:** State what you expected or anticipated about the experience. What did you actually experience, feel, observe, etc.? Be specific. Use “I” statements. Include all features or elements that would allow an outsider to “see as you see” whatever you experienced. Analysis deals with reasons, motives, and interpretation during the event or experience. How is the evidence meaningful or how does it contribute to your understanding of course content or the teaching profession?
- **Closure:** State how the experience has impacted you. How will this impact you in the future?

FINAL PROJECT OPTIONS

You have a choice of final project. Described below are the two options. I will describe them in further detail as we progress through the semester. Time limit for each person is 5-10 minutes.

Option One – This option is to be completed and shared individually.

You will complete a PowerPoint, Prezi, Glog, or other digital artifact of your service learning and/or Junior Achievement experiences. The criteria for this option are specified on the rubric on the course wiki. You will address ALL criteria specified on the rubric.

I will split up the class into four groups (not necessarily your microteach groups) and each group will go into one of the four microteach rooms. Each person choosing Option One will share their artifact with their group during a 5-10-minute presentation (refer to the rubric about what needs to be discussed during your presentation).

After your presentation, you will leave the microteach room and your peers will evaluate you on your artifact and presentation. They will indicate their evaluation on your rubric, which will then be turned in to me. I will have the final say regarding the grade you earn.

This process will continue until all Option One students have shared their artifacts.

Option Two – This option can be done either individually or in groups (as many as three people can be in a group.) Do NOT present with others if your topic is so simple to explain that an additional person is not warranted. Time limit for each person is 5-10 minutes.

This option gives you a SMALL taste of the steps that HAPPY Hour Student Showcase student presenters experience on the way to and through presenting at the Showcase. The criteria for this option are specified on the three-page rubric entitled “FINAL PROJECT: Classroom Management Handout and Presentation RUBRIC” on the course wiki. Since there are several different steps to presenting a presentation/workshop, there are several different parts to this assignment. By the way, you will NOT actually be submitting a proposal to present at the HAPPY Hour Student Showcase. However, for those of you who think you might like to do so in the future, this is a great way to get a taste of what the presenters have to do.

Your presentation MUST be about classroom management strategies and must be interactive. You can share things you research, things you learned in any of the HAPPY Hour Student Showcase presentations and/or HAPPY Hour workshops, any of your classes, service learning and Junior Achievement experiences, etc. Remember, teaching can include borrowing ideas that have worked for others. Make sure you give proper credit for others' ideas/activities, etc.

- You will fill out the Presentation Proposal Form in your course syllabus. You will not submit the form electronically.
- You will create a handout for class distribution. (The handout does not have to be in color.)
- You will then present your presentation to our entire class. Refer to Presentation part (Part C) of the rubric.

Your evaluation will be conducted by me.

Course Evaluation

Assignment	Date Due	Points Worth	Points Earned
EDG 4410 Signature Page	August 27	5	
Rough draft of Résumé	August 27	--	
Checking for Understanding – PLC's	August 27	5	
Final copy of Résumé	September 3	20	
Checking for Understanding – Learning Objective	September 3	5	
Checking for Understanding – Direct Teach	September 10	5	
Rough draft of Microteach I Lesson Plan and scale	September 17	--	
CMC Orientation Worksheet	September 17	10	
Microteach I Lesson Plan -with template/rubric and scale	September 24	40 (Unprofessional behavior will result in a five-point deduction from the total pts.)	
Workshop reflections & artifacts OR Exam One • Last day to submit reflections and artifacts to be exempt from Exam One: 9/26/14	Exam One: October 1	25	
EDUCATION MAJORS ONLY: Upload clean copy of Microteach I Lesson Plan (without rubric), Scale, and Direct Teach Microteach Self-Reflection to Livetext.	October 1	If Livetext deadline is not met, then ½ of total points of the assignment will be deducted.	
Checking for Understanding - ESOL	October 1	5	
ESOL Module: Microteach I Lesson Plan with ESOL accommodations	October 8	--	
Checking for Understanding - Questioning Skills	October 8	5	
Rough draft of Microteach II Lesson Plan and scale	October 15	--	
Checking for Understanding - Indirect Teach	October 15	5	
Microteach II: Indirect Teach	October 22	--	
Service Learning Contract	October 22	10	
Deliberate Practice Plan -with rubric and Microteach II Lesson Plan	October 29	25 (Unprofessional behavior will result in a five-point deduction from the total pts.)	
Checking for Understanding – Rules	October 29	5	
Letter, Newsletter, OR Syllabus with rubric	November 5	20	
EDUCATION MAJORS ONLY: Upload clean copy of Letter, Newsletter, or Syllabus (without rubric) to Livetext.	November 5	If Livetext deadline is not met, then ½ of total points of the assignment will be deducted.	
Checking for Understanding – Checking for Understanding Strategy	November 5	5	
Final Project -with rubric	November 12 November 19	40	
Checking for Understanding–Classroom Environment	November 12	5	
Checking for Understanding – Marzano/Danielson	November 19	5	
Service Learning Evaluation	November 19	10	
Two workshop reflections/artifacts OR Exam Two • Last day to submit reflections and artifacts to be exempt from Exam Two: 11/28/14	Exam Two: December 3	25	
TOTAL POINTS		280	

The grading system, which will not include plusses or minuses, is as follows:

A = 260-280 points B = 238-259 points C = 212-237 points D = 193-211 points F = Below 193 points

Misrepresentation of Work

Use of work completed by others will be considered cheating and will result in an automatic F. Misrepresenting actual work completed (e.g., a classmate's work, materials from the Internet, etc.) as yours will also be considered cheating and will result in a failing grade. Within the College of Education and Human Performance, violations of this nature may also result in fitness-to-teach evaluations.

Z Designation for Academic Dishonesty (information below quoted from <http://www.z.ucf.edu>)

A Z designation for academic dishonesty has been approved by the University Undergraduate Policy and Curriculum Committee of the Faculty Senate. Adopting the Z designation reaffirms the importance of civic responsibility by faculty and students to ensure that degrees earned at UCF are of high quality and subject to clear and high standards. If a student engages in academic dishonesty in a course, the grade that the student earns for the course will be preceded by the letter Z.

Tentative Class Schedule

Check our course wiki at <http://edg4410drkarenverkler.wikispaces.com/> AND your email WEEKLY for class materials, announcements, and the most current information!

<u>Date</u>	<u>Agenda</u>
August 20	Introductions and organization of course; Professionalism and fitness to teach
August 27	EDG Teaching Strategies and Classroom Management Signature Page Rough draft of résumé is due Checking for Understanding – PLC's Peer editing your résumé Discussion of and formation of PLC's (Professional Learning Communities) Marzano Teacher Evaluation Model; Student progress tracking folders Junior Achievement: Placement and training date selection
September 3	Résumé is due. Checking for Understanding – Learning Objective Marzano and Writing Scales Domains of learning; Bloom's Taxonomy of Educational Objectives Writing Instructional Objectives
September 10	Checking for Understanding - Direct Teach Direct Teaching; Unit and Lesson Planning Writing a Direct Teach Lesson Plan; Essential Questions Groupwork: Brainstorming topics for a lesson; familiarizing yourself with the Next Generation Sunshine State Standards and/or Common Core Curriculum
September 17	Rough draft of Microteach I Lesson Plan is due for peer editing. Scale for your Microteach I Lesson Swap Microteach I lesson plans: Peer editing; Microteach I procedures Writing scales for Microteach I lessons Field Trip: Curriculum Materials Center (CMC) Orientation The CMC Orientation Worksheet is due at the end of class.
September 24	Microteach I Direct Teach Microteach I Lesson Plan, scale, and rubric are due.
5:00 p.m. on Friday, September 26	Deadline by which to turn in professional development (HAPPY Hour, etc.) reflections and artifacts in order to be exempt from taking Exam 1.
October 1	Direct Microteach Self Reflection EDUCATION MAJORS: Upload clean copy of Microteach I Lesson Plan (without the rubric) and Direct Teach Microteach Self-Reflection to Livetext. Checking for Understanding – ESOL Exam 1 Meeting Edith, Edgar, and Tasir, Virtual EL Students; ESOL Strategies; Modification of Modification of Microteach I Lesson Plan with ESOL Strategies

October 8	<p>If you didn't finish this assignment at the end of class last week: Microteach I Lesson Plan with ESOL revisions. Checking for Understanding - Questioning Skills Questioning Strategies Microteach II lesson plan</p>
October 15	<p>Rough draft of Microteach II lesson plan is due. Scale for your Microteach II lesson Checking for Understanding - Indirect Teach Indirect teaching demonstration Indirect teaching strategies Microteach II Procedures Deliberate Practice Plan (Professional Development Plan)</p>
October 22	<p>Microteach II: Indirect Teach implementation. Service learning contract is due.</p>
October 29	<p>Deliberate Practice Plan and Rubric are due. Checking for Understanding - Rules Guest speaker: Building a climate for learning Collaborative work on writing a letter, newsletter, or syllabus.</p>
November 5	<p>Checking for Understanding – Checking for Understanding Strategy Letter/Newsletter/Syllabus and Rubric are due. EDUCATION MAJORS: Upload a clean copy of the Letter/Newsletter/Syllabus (without the rubric) to LiveText. Read: <i>How to Talk So Kids Can Learn at Home and in School</i> Classroom Management Style</p>
November 12	<p>Final Projects: Classroom Management Presentations. Checking for Understanding – Classroom Environment</p>
November 19	<p>Service Learning Evaluation is due. Final Projects: Classroom Management Presentations. Checking for Understanding – Marzano/Danielson</p>
November 26	<p>No formal class session: Prepare for final class session and spend time with loved ones.</p>
5:00 p.m. on Friday, November 28, 2014	<p>Deadline by which to turn in professional development workshop reflections and artifacts in order to be exempt from taking Exam 2.</p>
December 3	<p>Exam 2 Interviewing for a teaching position: Guest speaker – Principal</p>

Student Information Sheet

Name _____ Course _____

Student PID _____ Section _____

Address _____ Phone(s) _____

_____ Your birthday _____

E-mail Address _____

Major _____

Year in College (Jr., Sr., etc.) _____

Please state future personal and/or educational/vocational goals.

Please list your hobbies/interests. In addition, what are some of your favorite songs? (CLEAN LYRICS ONLY!)

Please indicate what you hope to gain from this class.

Please tell me why you want to become a teacher. (You may continue your response on the back of this page.)